

**George Mason University**  
**College of Education and Human Development**  
School of Recreation, Health, and Tourism

SPMT 440 (001) – Global Perspectives in Sport  
3 Credits, Fall 2016  
Fridays – 10:30am-1:10pm – Robinson Hall, Room B106 (FX)

**Faculty**

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**Prerequisites/Corequisites**

SPMT 201 and completion of 60 hours.

**University Catalog Course Description**

This course is an interdisciplinary examination of sport as a global phenomenon. Historical, cultural, economic and governance perspectives are considered.

**Course Overview**

The learning experiences in this course are afforded through assignments, seminar discussions and film and video material. The course relies heavily on participatory dialogue as well as individual & collaborative learning. The following requirements reflect the demands of the course. Students will be expected to respect the following policies:

1. Punctual and regular attendance for the entire class session is expected.
2. Official e-mail communications from the instructor will be sent to students' GMU-assigned e-mail addresses. Students are responsible to check their e-mail inbox and to ensure that there is room to receive incoming correspondence.
3. All assigned readings for each class are to be completed prior to coming to class.
4. No cell phone use during class. Emergency use may be discussed with the instructor.
5. Laptops may be used for note taking and educational purposes. However, the use of communication and entertainment devices such as iPods, cell phones, and similar devices is prohibited.
6. Participation in class discussions is expected and is an essential part of class.
7. Students will abide by the Mason Honor Code, guided by the spirit of academic integrity.
8. No grades or discussion of grades, test/exams or test appeals will be carried out over email due to its impersonal nature and security issues. Students can discuss their grades with the instructor over the phone or in person.
9. If a student misses a class or a meeting, it is the student's responsibility to obtain missed notes and information on any assignments from a peer.
10. There will be no make-up exams/assignments given without a valid university excuse. The instructor should be notified 24 hours in advance. The excuse must be written and documented.
11. Arrangements for approved make-up exams and assignments should be initiated by the student with the instructor.

**Course Delivery Method**

This course will be delivered using a lecture and online hybrid format.

## Learner Objectives

1. Analyze and understand the history and cultural significance of international sport.
2. Examine the role of sport in global politics.
3. Examine how global politics impacts international sport operations.
4. Explore sport based cultures in societies outside the United States.
5. Examine the various models of sport organization and governance internationally.
6. Explore the role of the media in international sport.
7. Examine the ways in which international sport is managed and marketed.
8. Understand the role of sport in economic development.

## Required Texts

Foer, Franklin (2010). *How Soccer Explains the World: An Unlikely Theory of Globalization*. New York, NY: HarperCollins Publishers.

Kuper, Simon (2006). *Soccer Against the Enemy: How the World's Most Popular Sport Starts and Fuels Revolutions and Keeps Dictators in Power*. New York, NY: Nation Books.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments	% of Grade
<b>Attendance and Participation:</b> Students are expected to attend class regularly and participate in active discussions and lectures.	10
<b>Duolingo:</b> Students are required to engage in foreign language learning supporting the global nature of this course. Students will choose from Spanish, Italian, French or German and commit no less than one hour per week completing Duolingo online learning exercises.	30
<b>Online Learning Modules and Reaction Papers:</b> Students are required to work through online learning modules and complete five 2-page reaction papers demonstrating comprehension of the materials contained in the modules as well as book chapters assigned.	30
<b>Final Group Presentation:</b> Students will present a 15 minute oral presentation as a group on any international topic that highlights political, economic, and social consequences/perspectives through sport	30
<b>Total</b>	100

## Grading Policies

A = 94 – 97	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles:

<http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

## Class Schedule

DATE		TOPIC	READINGS AND ASSIGNMENTS
September	2	Introduction to Class and How You are Evaluated	Syllabus
	9	<b>Europe 1</b> – Eastern Europe and the Eternal Combination of Politics, Nationalism and Sport ( <b>Online</b> )	Chapter 1 – HSETW Duolingo – Hour 1 Reaction Paper 1
	16	<b>Europe 2</b> – Western Europe: Battlefield for Human Civilizations England and Germany: Football Giants with their Own Issues	Chapter 4 – HSETW Chapter 3 – SATE Duolingo – Hour 2
	23	<b>Europe 3</b> - Southern Europe: Ticki-Tacka and the Beautiful Game in Italy and Spain ( <b>online</b> )	Chapters 7 & 8 – HSETW Duolingo – Hour 3 Reaction Paper 2
	30	<b>Europe 4</b> - Can We All Just Get Along? Religion, Sports and War	Chapter 2 - HSETW Chapter 18 - SATE Duolingo – Hour 4
October	7	<b>Latin America 1</b> - How to Work for Free and Still Govern in South America ( <b>online</b> )	Chapter 5 – HSETW Chapter 17 – SATE Duolingo – Hour 5 Reaction Paper 3
	14	<b>Latin America 2</b> - Corruption and Sports	Chapter 16 – SATE Duolingo – Hour 6
	21	<b>Africa</b> - The Last Frontier for Everything, Including Soccer ( <b>online</b> )	Chapters 12 & 13 - SATE Duolingo – Hour 7 Reaction Paper 4
	28	<b>Middle East</b> - The Power of Soccer in the Most Radical of Places	Chapter 9 – HSETW Chapter 21 – SATE Duolingo – Hour 8
November	4	<b>China</b> - All for One and One for All; The Next Soccer Superpower? ( <b>online</b> )	Articles and Videos Provided in Module Duolingo – Hour 9 Reaction Paper 5
	11	<b>India Rising</b>	Articles TBA
	18	In Class Group Project Work Day	N/A
	25	No Class – Thanksgiving Break	N/A
December	2	Group Project Presentations – Day # 1	N/A (Mandatory Attendance)
	9	Group Project Presentations – Day # 2	N/A (Mandatory Attendance)

*Note: Faculty reserves the right to alter the schedule as necessary.*